**Digging Deeper Into the Expectations**

**Directions**:

Use the questions below to facilitate your group’s discussion on the anchor standard listed.

Writing 1

1. How does “support claims with clear reasons” differ from “support claims with logical reasoning? How would a logical reason sound and look?
2. What’s the difference between a claim, counterclaim, reason and evidence?
3. Write an example of a claim.
4. List a counterclaim to your example in question 3.

1. Revisit questions 3 and 4 and add reasons and evidence for each example written.
2. What does an objective tone sound like?
3. What are the norms and conventions of a discipline?

Writing 2

1. Write two examples of concluding statements. Make the first statement a concluding statement that follows from the information presented. Make the second concluding statement on that follows from AND SUPPORTS the information presented to see how these two would look differently and sound differently.
2. How do you differentiate between facts and well-chosen facts to develop a topic?
3. What are extended definitions? How are they different from definitions?
4. Gives some examples to demonstrate how an informative/explanatory text written for a high school teacher might be different from an informative/explanatory text written for students in the elementary school level.
5. Provide a topic with well-chosen, relevant and sufficient facts. How does this look and sound different from well-chosen and relevant facts?

Visit each of the next eight writing standards and identify additional topics and expectations that are different from one grade level to the next grade level. What should these differences sound like and look like? Record your notes below.